



《《 大学英语精品课系列教材 》》

大学英语实践课教程

基础篇

College English Practice Course

主 编 王 芳

主 审 陈向京

本册主编 许 明

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内容提要

《大学英语实践课教程》(基础篇)以外语教学与研究出版社出版的《新标准大学英语》第二册和第三册的课堂教学内容为蓝本,注重语言的输出,因此本册书每单元主要内容分别由 Part I Oral Practice, Part II Writing, Part III Translation, Part IV Having Some Fun 组成。本册书共编写十个单元,每单元均以主题为中心,以课文为依托,在口语、写作、翻译三个方面分别设计高、中、低三个层次各类实践活动,满足对英语学习不同要求的学生。通过有效输入,驱动输出,旨在提高学生的英语综合应用能力。

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前言

Preface

根据我国高等教育发展的新形势，为了深化教学改革，提高教学质量，满足新时期国家和社会对人才培养的需要，教育部于2007年7月颁布了《大学英语课程教学要求》。《大学英语课程教学要求》明确提出：“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”此要求推动了英语教学的变革，强调了对学生的英语实践能力的培养。2010年开始，西安交通大学在全国率先开发了大学英语实践课。由于在全国属于开拓之举，没有可以借鉴的教材，因而实践课教学的实际需求催唤着新一代教材的诞生。《大学英语实践课教程》正是在这一形势下，综合几年来的实践教学经验，审慎推出的一本与时俱进、勇于创新的实践课教材。

《大学英语实践课教程》（基础篇）的编写以《大学英语课程教学要求》和教育部正在研制中的《大学英语教学指南》为指导，遵循“以输出为驱动”的教学理念，以主题为线索，通过丰富、真实的语言文化输入和循序渐进的输出练习，逐步培养学生的语言综合应用能力、跨文化交际能力以及批判性思维能力。本书根据多层次、多元化教学目标体系，设计适合不同层次学生的实践活动，以满足学生个性化学习和发展需求，开拓大学英语教学的新形式。

本册教材的编写特色有以下四点：

1. 主题丰富，形式创新

本教材的内容以单元话题为主线，涉及科学教育、道德情感、文化知识、社会热点、体育、艺术等各个方面。选材注重时代性、知识性、趣味性、文化性与实用性的有机结合，既培养了学生的文化素养，又开阔了视野，丰富了内涵。此外，书中练习的形式新颖，内容有趣，与学生的学习、生活联系紧密。

2. 输出驱动，培养思辨

本教材以主题为线索，以输出为驱动，主要涉及口语、写作、翻译三个模块，练习设计针对思辨能力的各项技能逐步展开，引导学生多视角地分析、评价不同的主题。通过本书的学习，学生除了能够提高英语综合英语能力外，还能够提高思辨能力和跨文化交际能力。

3. 循序渐进，因材施教

本教材在口语、写作、翻译每一个模块下面，均设计了低、中、高三个层次的练习。三个练习相互关联，难度逐步增加。教师在使用中可以根据学生程度有选择地进行练习。

4. 全新理念，注重实用

考虑到近年来大学英语课时不断缩减，学生在大学阶段还需参加全国大学英语四、六级考试的实际需要，本教材在话题设置、题型练习上均与四、六级考试紧密结合，节省学生的备考时间，丰富教材的外延，使学生在提高英语综合能力的同时，能够轻松应对全国大学英语四、六级考试，一举两得，同时兼顾。

《大学英语实践课教程》由西安交通大学外国语学院大学英语教学中心负责编写。王芳担任教程主编，许明担任《大学英语实践课教程》（基础篇）主编。初稿完成后，我们特地组织了由国内外权威专家、学者以及教学经验丰富的一线教师组成的特审组对整部书稿进行了系统校阅。此外，在书稿的编写过程中，西安交通大学外国语学院陈向京教授和美籍教师 Sarah Vollmann 为本书提出了宝贵的意见和建议，并对书稿进行了系统的审阅。对他们的辛勤劳动，在此一并表示感谢！

从整本书的策划到最终定稿，我们始终坚持把《大学英语课程教学要求》和大学英语的教学实际结合起来，采用了全新的编写思路。实际编写中难免出现一些纰漏，望广大读者和同行在使用过程中不吝赐教！

编者

2015年5月

使用说明

《大学英语实践课教程》（基础篇）包括 10 个单元。每个单元结构如下：

Unit Goals	明确列出本单元的学习目标
Part I Oral Practice	根据《大学英语课程要求》，重在培养学生的口语表达能力。每个单元围绕主题，设计低、中、高三个水平的口语实践活动。通过形式多样、生动有趣的口语活动，循序渐进，围绕单元主题的主题进行探讨。第 1 题为词汇题，通过不同形式的练习，重点使学生熟悉核心词汇的使用；第 2, 3 题通过主题口语练习，启发学生对主题的思考，培养学生的跨文化交际能力以及创造性、批判性思维能力。
Part II Writing	根据《大学英语课程要求》，重在培养学生的写作能力。每个单元介绍一种写作技巧，并根据写作技巧设计低、中、高三个水平的写作实践活动。前六单元第 1 题侧重练习关联词的使用，第 2 题主要针对主题进行，利用所学的写作知识进行段落的写作，第 3 题为篇章写作；后四个单元第 1, 2 题着重练习文章的连贯性、完整性、统一性和逻辑性；第 3 题为篇章写作。
Part III Translation	根据《大学英语课程要求》，重在培养学生的翻译能力。每个单元介绍一种翻译技巧，并根据翻译技巧设计低、中、高三个水平的翻译活动，侧重文化的介绍。第 1 题为短语的翻译，第 2 题为句子的翻译，第 3 题为段落的翻译（汉译英），侧重与文章主题相关的中国文化的介绍。
Part IV Having Some Fun	以英语笑话、绕口令、字谜游戏等为主，通过生动有趣的活动，提高学生学习英语的兴趣，增强学生对外国文化深层次理解。
Part V Goal Checking	通过评估表使学生对自己的学习情况进行评估，检验自己的学习效果。

《大学英语实践课教程》（基础篇）供大学英语教学基础阶段使用。本书以学生用书为核心，另配有教师手册（有需要的院校可来函免费索取）。学生用书考虑到了不同层次学生的需求，因此每项输出活动从易到难设计了三个层次的活动进行综合训练。教师使用本教程时可根据学生的程度全部或部分地选择合适的实践活动进行练习。教师手册则是对学生用书的全面解读，提供教学建议和答案，供学生自学和教师备课使用。建议每两周（8课时）处理完成系列教材的一个单元，即综合、听说和实践课各一个单元。其中，综合占4个课时，听说与实践各占2课时。

使用本教材的院校也可根据其具体情况灵活掌握学时安排。

编者

2015年5月



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UNIT 1

Campus Culture

Unit Goals

- ◆ To show opinions on campus culture in speaking
- ◆ To use comparison and contrast in essay writing
- ◆ To use the skill of change of parts of speech in Chinese-English translation



*Speak more
by yourself*

Part I

Oral Practice

1. In the following sentences, each sentence contains a (n) basic or inappropriate word or phrase. Replace it with a more precise or suitable one with its correct form from the list below. Then make your own sentences with at least two of them in each.

alliance assert profound stimulate characterize
nostalgic shrink drop out transform click

- 1) Going to college was the most exciting and good experience of your life.
- 2) In the 1960s, California's colleges and universities had changed the state into the world's seventh largest economy.
- 3) In France, the students of the Sorbonne in Paris managed to form a group with the trade unions and launch a general strike.
- 4) It wasn't just the activism that stood for student life in the 1960s.
- 5) Some students quit school, but the most apathetic stay the course because it's too much effort to leave.

- 6) The gap between childhood and college has decreased, and so has the gap between college and the real world.
- 7) When I started to study postmodernism, something inspired and made me sit up and take a fresh look at college life.
- 8) It's a movement which appears to encourage individuals to say themselves collectively.
- 9) But how do we rebel against our parents' generation which is thinking a lot about revolution?
- 10) The technological revolution is just as real and just as deep as the revolution of the 1960s—it's just not as obvious.

2. Discuss the following questions with your partner. Then based on your discussion, choose one topic for a mini-speech.

- 1) In *College Just Isn't Special Anymore*, the author states that college has become *a means to an end* (e.g. going to university to get a job afterwards), but not *an end in itself* (e.g. going to university to learn and to enrich one's spiritual world). Do you agree with the author's opinion? Why or why not?
- 2) In *The Post-Everything Generation*, the writer says students today have no ways to describe their political commitment, inspirational characters, philosophy, directions or theme. Do you agree? Why or why not?

3. Suppose you are planning to study abroad and must choose where to study. Make a dialogue with your partner on what factors would influence your choice of destination.

(reference: quality of courses, employability prospects, affordability, personal security issues, lifestyle, accessibility, etc.)



*Write more
by yourself*

Part II

Writing



Development by Comparison and Contrast

What are comparison and contrast

In this unit, we will learn the writing strategy of development by comparison and contrast. Comparison explains how people or things are similar, and contrast explains how they are different.

Two patterns of comparison and contrast

Subject-by-subject: In this pattern, you examine one thing thoroughly and then explore the other. The points examined in the two things should be identical and in the same order. This method is also called block comparison or block contrast.

Point-by-point: In this pattern, you examine two things at the same time. You alternate from one aspect of the first subject to the same aspect of the other subject before you move on to the next aspect. This method is also called alternating comparison or alternating contrast.

Typical features

1. Organization of details

The organization of details in a comparison-and-contrast essay depends on the purpose

of writing and the relative importance of the specific points. If the purpose is only to explain the similarities and differences between two subjects, the order of writing the two subjects is not that important. But if the purpose is to argue which is better, then the more favorable subject of an item is usually discussed later in order to leave the reader with a deeper impression.

Besides, if the specific points are hard to remember unless placed side by side, the point-by-point pattern is often adopted. In contrast, if the overall picture seems more important than individual points, the subject-by-subject pattern is then preferable.

2. Comparing parallel features

A comparison/contrast can only be used if you discuss the same or parallel features about each item. That is to say, the items being compared or contrasted must have something in common. For example, you could choose to compare or contrast two movies, two sports figures, or two teaching systems, but you would not compare or contrast school learning with animals, or the price and atmosphere of one restaurant with the quality of the service and food of the other.

3. Analogy, metaphor, and simile

Writing a comparison often involves constructing an analogy, an extended comparison in which something complex or unfamiliar is likened to something simple or familiar. The reason for making the analogy is to help your reader more easily understand or visualize the more complex or unfamiliar subject. Two common forms of analogy in writing are metaphor and simile. A metaphor directly identifies one thing with another, while a simile uses the word *like* or *as* to link the two things being compared. In this sense, simile suggests, rather than directly establishes, the comparison. For example,

For years, her cries of “fish for sale” were in vain. She had no home, no family, no friends—and her life was a basket of unsold fish. (metaphor)

She is fragrant like a rose. (simile)

4. Using transitional words to link points of comparison/contrast

In writing that uses comparison/contrast, use transitional words to ensure a smooth move from one point to another. Without transitional words and phrases, writing that presents all the points about Item A and then all the Item B would appear to be unconnected. Similarly, writing using the point-by-point pattern would be choppy and monotonous, because transitional words and phrases add variety to your sentence structure. The following are some frequently-used transitional words.

Comparison

sentence connectors	subordinators	coordinators	others
similarly	as	and	like
likewise	just		just like
also	as		alike
too			similar to
furthermore			in addition to
at the same time			the same as
equally important			both...and
in comparison			not only...but also

Contrast

sentence connectors	subordinators	coordinators	others
on the other hand	although	but	different from
in contrast	though	yet	unlike
however	even though		oppositely
on the contrary	while		conversely
nevertheless	whereas		differently
			in spite of

The outline of a comparison-and-contrast essay

Introduction

- ◆ Describe the subjects you are going to compare and/or contrast.
- ◆ Clearly state the purpose of this comparison and/or contrast in your thesis.

Body

- ◆ Present the similarities and/or differences of your subjects in a clear sequence.
- ◆ Organize the details in a way that best serves your purpose.

Conclusion

Restate the two subjects and the main points of similarity and/or difference.

Exercises

1. Read *College Just Isn't Special Anymore* carefully. Find out more examples of contrasting techniques used in the text.

Technique 1: words suggesting the change

Examples: These days political, social and creative awakening seems to happen not because of college, but in spite of it.

Technique 2: questions

Examples: But **where's** the passion today?

Technique 3: comparative structure

Examples: Instead of the heady atmosphere of freedom which students in the 1960s discovered, students today are **much more serious**.

2. Write a paragraph of comparison on the topic of *Similarities between School and Work*.

(*Tips: getting up early, being prompt, having quotas, having deadlines, cooperating, competing, benefiting society, etc.*)

3. Write a passage on the topic of *College Just Isn't Special Anymore*, using the development of contrast. You should write at least 120 words.



Practice more
by yourself

Part III

Translation



词性转换(Change of Parts of Speech)

词性转换不仅是重要的译词手段,也是常用的句法转换变通手段,是一种常用的翻译技巧。简而言之,就是在必要的时候,将原文中的某个词的词性在译文里用其他词性表达出来。这种转换会使译文更加灵活变通,不拘泥于原文形式,更准确地传达出原文内涵。大学英语汉译英中常用的词性转换法主要体现在以下四个方面:

1. 汉语动词的转换

汉语动词的使用频率远远高于英语。这是因为按照句法,受主谓关系的限制,一个简单句或分句大多只有一个谓语动词。而且,英语还可以通过谓语动词以外各种词性的词来体现动词意义。因此将汉语句子里的动词转换为英语里其他词性的词是翻译中的常用技巧之一。

① 将汉语动词转换为英语名词

例 1 不论在什么地方,上大学都意味着你初次品尝真正自由的滋味……

译文 *Everywhere, going to college meant your first **taste** of real freedom...*

原句中的动词“品尝”在翻译为英语时转换为名词“taste”。

例 2 记住,网上有大量机会可以被小偷利用。他们根据你的身份伪造假身份。

译文 *Remember that there are plenty of online **opportunities** for thieves to create a false identity based on your own.*

原句中“机会被利用”在英语译文中只用了名词“opportunities”表达其意。

② 将汉语动词转换为英语形容词

例 3 加州大学的主校园伯克利分校也以学生示威、罢课以及激进的政治氛围而著名。

译文 *Berkeley, the University of California's main campus, **was** also **well-known** for its student demonstrations and strikes, and its atmosphere of political radicalism.*

原句中的动词短语“以……而著名”在翻译为英语时转换为形容词短语“be well-known for”。

例 4 离开电脑时也应该注销你的电脑以防临时起意的盗窃。

译文 *It's also **worth** logging off your computer to avoid opportunistic theft.*

原句中“应该”在英语译文中用形容词“worth”表其意。

③ 将汉语动词转换为英语副词

例 5 我想男孩的思维方式不同于女孩。

译文 *I suppose boys think **differently** from girls.*

原句中的动词“不同于”在翻译为英语时转换为副词“differently”。

例 6 不要把你的邮件留在邮箱里过夜或过周末。

译文 *Don't leave your mail in your mailbox **overnight** or **over the weekend**.*

原句中的动词“过夜”在英语译文中用副词“overnight”，“过周末”在译文中使用了“over the weekend”。

④ 将汉语动词转化为英语介词

例 7 很难说，从定义角度来说，后现代主义几乎是无法定义的……就是有点否定和反对先前的一切的意思。

译文 *Hard to say, almost by definition it can't be defined... it's just kind of negative and against everything that came before it.*

原句中动词“反对”在翻译为英语时转换为介词“against”。

例 8 如果你用圆珠笔，笔迹可以用一般的家用化学药品除去，钱数可以